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DEPARTMENT OF EDUCATION

CALENDAR OF THE TEACHERS' COLLEGES

1953

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CALENDAR OF THE TEACHERS' COLLEGES

TABLE OF CONTENTS

	Page
Calendar of the Provincial Teachers' Colleges	5
History	6
General Information:	
Location of the Teachers' Colleges	8
Staff	8
Courses and Certificates	10
Admission Requirements—	
Academic Requirement	11
Medical Examination, Other Requirements	12
Application for Admission	13
Board and Lodging, Duties of Students	13
Expenses, Student Organizations, Religious Instruction	14
Bursaries and Loan Fund	14
Transportation Refund, North Bay Teachers' College	14
Programmes of Studies	15
Sessional Records	16
Final Standing	17
Appeals	19
Extra-Mural Candidates	20
Certification of Teachers Qualified Outside Ontario	20
Candidates Holding High School Assistant's Certificates	21
Permanent Certificates	21
Courses of Study, One-year Course:	
Educational Psychology, School Management	22
English, Part I	23
English, Part II	24
Mathematics	25
Social Studies	26
Science, Art	27
Music, Physical Education, Health	28
Industrial Arts, Home Economics	29
Library Methods, Religious Education	30
Courses of Study, Two-year Course:	
First Year—	
Child Psychology, English A, Geography	31
School Management, General Methodology	31
Methods in Primary English, Science, Art	31
Methods in Music, Physical Education, Health	31
School Library Service	32
Religious Instruction	32
Second Year—	
Educational Psychology, English B, History	32
The School and the Community	32
History of Education, Industrial Arts, Home Economics	33
Methods in Junior and Intermediate English	33
Methods in Mathematics, Social Studies, Religious Education	33
Children's Literature, Audio-Visual Education	33
Books of Reference	34

Calendar, School Year 1953-54

SEPTEMBER

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CALENDAR OF THE PROVINCIAL TEACHERS' COLLEGES

School Year, 1953-54

First term opens.....September 8, 1953
First term closes.....December 22, 1953
Christmas vacation.....December 23, 1953–January 3, 1954

Second term opens.....January 4, 1954
Easter vacation.....April 16-25, 1954
Second term closes.....May 31, 1954

School Year, 1954-55

First term opens.....September 14, 1954
First term closes.....December 22, 1954
Christmas vacation.....December 23, 1954–January 2, 1955

Second term opens.....January 3, 1955
Easter vacation.....April 8-17, 1955
Second term closes.....May 31, 1955

HISTORY

"The word *Normal* signifies 'according to rule, or principle,' and is employed to express the systematic teaching of the rudiments of learning. . . . A Normal School . . . is a school in which the principles and practice of teaching according to rule are taught and exemplified." Thus spoke—in Toronto, on November 1, 1847—Dr. Egerton Ryerson, Chief Superintendent of Schools for Upper Canada, at the opening ceremony of the first Normal School in this province for the training of teachers. With the passing of the years, as emphasis in teacher education moved from the study of "teaching according to rule" to the study of the children to be taught, the word *Normal* became less descriptive of the purpose of schools for the professional education of teachers. Because of this fact, the use of the name *Normal School* was discontinued in 1953, and the name *Teachers' College* was adopted in its stead.

For the first four years of its existence the Normal School in Toronto was accommodated in temporary quarters but, in 1852, it was moved to its own building on Church and Gould Streets. There it continued to serve the Province until 1941, when it vacated the building to provide quarters for an R.C.A.F. training school and moved into the present home of the Toronto Teachers' College at 870 Pape Avenue.

In 1847, admission to the Normal School was restricted to men, but in the second session women also were enrolled. The course was short—only five months in duration—but the graduates did such superior work in the schools that the policy of providing professional education for teachers became firmly established.

A second Normal School was opened in 1875 at Ottawa, and a third, in 1900, at London. At all three institutions the practice of holding two Normal School sessions each year gave way in 1903 to the policy of having one session lasting the full school year. Decision was reached in 1907 to establish Normal Schools at Hamilton, Peterborough, Stratford, and North Bay. The first three of these were opened in September, 1908, and the fourth in September, 1909. In 1927 the University of Ottawa Normal School was established for the professional education of teachers for elementary schools in which French is a subject of instruction with the approval of the Minister of Education.

A two-year course was introduced in the provincial Normal Schools in the school year 1927-28, but in 1934-35 the second year of the course was discontinued. Beginning in September, 1953, a one-year course is offered to applicants holding required Grade XIII standing and a two-year course is offered to candidates who enter Teachers' College on the Secondary School Graduation Diploma of the General Course, with at least three options.

Hamilton Teachers' College is at present accommodated in temporary quarters, its building having been destroyed by fire early in 1953. The Minister of Education has announced that a new building will be erected for the College in the immediate future on a site adjacent to McMaster University. A new building for the Toronto Teachers' College is also being provided.

When the education of teachers began in the Province, the course was largely academic in nature. After 1870, increasing emphasis was placed on methods of teaching. In recent years, child study has come to the fore in order that teachers may be the better prepared to guide the all-round development of the individual child. To increase the student's opportunity for experience with children, provision is now made for extended periods of continuous practice teaching in elementary school classrooms.

The education of a nation's children is the teacher's task. To give the best preparation possible for the discharge of this responsibility is the continuing aim of schools for the education of teachers in Ontario.

GENERAL INFORMATION

Location of the Teachers' Colleges

Ontario is divided into seven districts served by Teachers' Colleges in Hamilton, London, North Bay, Ottawa, Peterborough, Stratford, and Toronto. In addition, the University of Ottawa Teachers' College provides for the education of teachers for elementary schools in which French is a subject of instruction with the approval of the Minister of Education. Applicants are assigned to the Teachers' College in their own district in order that the enrolment may be distributed fairly among the schools. The addresses of the Teachers' Colleges are as follows:

Hamilton Teachers' College, Pearl Street, Hamilton. (Temporary quarters in Zion United Church.)

London Teachers' College, Elmwood Avenue at Wortley Road, London.

North Bay Teachers' College, First Avenue West, North Bay.

Ottawa Teachers' College, 195 Elgin Street, Ottawa.

Peterborough Teachers' College, 100 Benson Avenue, Peterborough.

Stratford Teachers' College, Water Street, Stratford.

Toronto Teachers' College, 870 Pape Avenue, Toronto 6.

University of Ottawa Teachers' College, 115 Wilbrod Street, Ottawa.

Staff

Hamilton Teachers' College

Principal: G. L. Woodruff, B.A.

Secretary: Miss Vera Morgan.

Librarian: Miss Louisa Moisley, B.A., B.L.S.

Instructional staff: J. A. Aikman, B.A., B.Paed.; S. E. Armstrong, B.A.; R. H. Brayford, B.A., B.Paed.; J. B. Healy, B.A., B.Paed.; H. G. Lockett, M.A., B.Paed.; Miss R. I. McIlroy, A.T.C.M.; G. E. Munro; Miss W. R. Prendergast; Mrs. A. Pyke, B.A.; Miss M. G. Seavey.

London Teachers' College

Principal: F. C. Biehl, B.A., B.Paed.
Secretary: Miss A. G. Servent
Librarian: Miss W. Singer, B.A., B.L.S.

Instructional staff: Miss B. G. Bergey, B.A.; Miss E. G. Conover, M.A., B.S.; R. S. Devereux, M.A.; G. H. Dobrindt, B.A., B.Paed.; Miss Dorothy Emery, A.O.C.A.; L. B. Hyde, B.A.; Miss M. Lancaster; Miss R. I. McIlroy, A.T.C.M.; C.P. O'Neill, M.A.; Miss W. R. Prendergast; F. G. Walker, B.A.

North Bay Teachers' College

Principal: E. C. Beacom, B.A., B.Paed.
Secretary: Miss K. McCubbin
Librarian: Miss E. Mitchell, M.S., B.A., Mus. Bac.

Instructional staff: H. L. Bamford, A.T.C.M.; J. D. Deyell, B.A., B.Paed.; Mrs. J. Irwin, B.A., B.Paed.; Miss A. M. Johnson; A. R. MacKinnon, M.A.; Miss E. A. Martin, M.A., B.Paed.; A. B. Reed; Miss S. Stanley, B.A.

Ottawa Teachers' College

Principal: W. K. F. Kendrick, B.A., B.Paed.
Secretary: Miss D. M. Salhany
Librarian: Miss C. Grant, B.A.

Instructional staff: Miss F. L. Barrigar, B.A., L.Mus., L.R.S.M.; D. MacRae, B.A.; Miss M. E. L. Otterman, B.A.; Miss D. H. Ryan, M.A., B.Paed.; A. P. Silcox, B.A., B.Paed.; J. D. Stennett, M.A.; J. E. Smith, B.A., B.Paed.; Miss B. Watts.

Peterborough Teachers' College

Principal: L. W. Copp, B.A., B.Paed.
Secretary: Mrs. G. P. Rrace
Librarian: Miss N. Timlin, B.A.

Instructional staff: J. J. D. Londerville, M.A.,; Q. S. McKinney; Mrs. I. E. McKone; G. E. Munro; Mrs. H. Munro; C. E. Potts, B.A.; F. B. Smitheram, B.A., B.Paed.

Stratford Teachers' College

Principal: H. Bowers, M.A., D.Paed.
Secretary: Miss E. J. Scrimgeour
Librarian: Miss M. G. Manchester

Instructional staff: J. L. Bowers, B.A.; Miss D. Emery, A.O.C.A.; R. J. McNaughton, B.A., B.Paed.; R. A. Oliver, B.A.; W. B. Rothwell; Miss S. Stanley, B.A.; Miss H. Turnbull; F. G. Walker, B.A.; W. A. West, B.A.

Toronto Teachers' College

Principals: R. A. Johnston, B.A., B.Paed.; H. A. Blanchard, B.A., B.Paed.
Secretary: Miss E. B. Rennie
Librarians: Miss E. St. John; Miss P. M. Smith, B.A., B.L.S.

Instructional staff: W. E. M. Aitken, M.A., Ph.D.; Miss M. P. Bainbridge, M.A., B.Paed.; Mrs. C. S. Burke; D. W. Burns; D. A. Clee, B.Sc.; Miss B. Dick, B.A., B.Paed.; M. J. Dobson, B.A.; D. E. Farwell, B.A., B.Paed.; Miss J. M. Horne, B.A., A.O.C.A.; Miss S. G. Magee, B.A.; J. V. McIntyre, B.A., B.Paed.; C. A. Mustard, M.B.E., B.A., B.Paed.; M. H. Park, B.A., B.Paed.; M. B. Parnall, M.A.; A. M. Patterson, M.A., B.Paed.; E. J. Quick, M.A.; W. M. Ransberry, B.A.; Mrs. V. E. Russell, Mus. Bac.; R. O. Staples, B.A., D.Paed.; W. L. Stricker.

University of Ottawa Teachers' College

Principal: R. Lamoureux, B.A., Ph.D.
Secretary: Miss A. M. I. Parent
Librarian: Miss M. B. Tarte, B.A.

Instructional staff: A. J. Beneteau, M.A., Ph.D.; E. Dubois, B.A.; J. E. A. Godbout, B.A., Ph.L., B.Paed.; R. Saint-Denis, M.A., Ph.L.; Sister St. Paul, M.A., B.Paed.; E. J. Watson, B.A., Ph.L.

Courses and Certificates

One-year and two-year courses leading to an Interim First Class certificate valid for five years in the public and separate schools of Ontario are offered at each of the Hamilton, London, North Bay, Ottawa, Peterborough, Stratford, and Toronto Teachers' Colleges. One-year courses leading to an Interim

First Class certificate, to a Deferred Interim First Class certificate, and to an Interim Second Class certificate, valid in each case for five years in elementary schools in which French is a subject of instruction with the approval of the Minister of Education, are offered at the University of Ottawa Teachers' College. A course leading to an Interim Primary Specialist certificate, valid for five years in junior and senior kindergartens and in Grades I and II, is offered at the Toronto Teachers' College.

This calendar deals only with the courses leading to the Interim First Class certificate. Applicants for courses at the University of Ottawa Teachers' College should also consult the supplementary circular containing information pertaining to that school. Applicants for the Primary Specialist course should consult the *Calendar of the Primary School Specialist Course.* These publications may be secured from the Deputy Minister of Education on request.

Admission Requirements

Academic Requirement

In September, 1953, the academic requirement for admission to the One-year Course leading to an Interim First Class certificate will be standing in in eight Grade XIII papers, one of which shall be English Literature or English Composition (in case of the University of Ottawa Teachers' College, one shall be either English Literature or English Composition and a second shall be either French Literature or French Composition); *or* a degree approved by the Minister from a university in the British Commonwealth.

In lieu of the Grade XIII standing outlined above, an applicant may submit evidence of successful completion of any *one* of the following:

(i) the Preliminary Year at McMaster University;
(ii) the First Year at the University of Western Ontario;
(iii) the First Year at the University of Ottawa, provided that the course includes English 1, 1a, 1b, and Français 1.
(iv) the First Year at Carleton College;
(v) the Two-Year Diploma Course in Home Economics at the Ryerson Institute of Technology;
(vi) the Two-Year Course in "Art Education for Prospective Teachers" at the Ontario College of Art.

In September, 1953, the academic requirement for admission to the Two-year Course leading to an Interim First Class certificate will be the Secondary School Graduation Diploma of the General Course, with at least three options.

Special provisions are made for the admission to the One-year Course at Teachers' College of persons with service in the Forces during the war, 1939-45. Ex-servicemen and ex-servicewomen who wish to attend Teachers' College and who hold at least Grade XII standing are advised to write to the Registrar of the Department of Education, stating the secondary school standing held, and making clear the nature and duration of their war service.

Medical Examination

Before an applicant is admitted to a Teachers' College, he must pass a physical examination conducted by a medical examiner appointed by the Minister of Education. The medical examination, for which a fee of $2.00 shall be paid by the applicant, will be given at the Teachers' Colleges a few days before or after the opening of the first term. The applicant will be given due notice of the time and place at which he is to present himself for the examination.

Applicants who are found to suffer from a physical condition not sufficiently serious to prevent their entry into the teaching profession, but which condition in the course of time is likely to become aggravated, are required to sign a document waiving their right to be considered for a pension under the Teachers' Superannuation Fund in case of retirement because of disability.

In the event of the rejection of the applicant in consequence of the medical examination, the Department of Education will refund: the medical examination fee of $2.00; the return transportation cost between the Teachers' College and the applicant's place of residence in Ontario; and a sum for board and lodging at the rate of $1.00 a day from the date of the opening of the Teachers' College until the date the applicant was notified of his exclusion by the principal.

Other Requirements

Each applicant for admission to a Teachers' College must be a British subject. He is also required to submit (i) either a certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or a declaration by one of the parents or other relative or other person cognizant of the fact, stating the place and date of his birth, and (ii) a certificate from a clergyman or other competent authority that the applicant is of good moral character.

Each applicant for admission to a Teachers' College must be interviewed by a representative or by representatives of a Teachers' College Committee of Selection. Individual inter-

views will be arranged, through the offices of the principals of the secondary schools, during the last three or four months of the school year. Applicants not in attendance at a secondary school should write directly to the principal of the Teachers' College of their district, as early as possible in the calendar year, regarding arrangements for an interview.

Application for Admission

An application form for admission to Teachers' College should be secured from the Deputy Minister of Education, Parliament Buildings, Toronto 2, Ontario, and should be completed and returned to him, with certificates of birth, character, and academic standing, not later than the 23rd day of August.

An applicant who has appealed the results of a departmental examination should submit his application for admission to Teachers' College without waiting for a decision on his appeal. His application will receive attention when the result of his appeal has been determined.

An admission card will be sent to each applicant who meets satisfactorily the requirements outlined in the official application form. The card should be taken by the applicant to the Teachers' College when he reports on the opening day of the course.

Board and Lodging

The principal of the Teachers' College will forward lists of boarding-houses on request.

Duties of Students

Each student shall be regular and punctual in attendance.

Students are required to board and lodge at such houses only as are approved by the principal.

Students whose conduct, attendance, or progress is unsatisfactory, may be dismissed from the College by the principal at any time during the session.

Notwithstanding the medical examination at the time of admission to Teachers' College, a student may be required to take a further medical examination during the course if the principal so recommends. A student certified as medically unfit by the medical examiner may be dismissed from the course.

Expenses

No tuition fees are charged for the Teachers' College course. Students whose homes are not in a Teachers' College centre will have the expense of room and board, and all students will be responsible for travelling and living expenses incurred during any weeks of continuous practice teaching in classrooms located outside of the Teachers' College centre. The cost of text-books, note-books, and supplies is approximately $35.00. The fees of student organizations to defray the cost of extra-curricular activities are approximately $10.00.

Student Organizations

The social, athletic, and cultural programme of the Teachers' College outside of class hours is largely under the direction of the students themselves through their extra-curricular organizations. In the interests of their own personal development, students are encouraged to take part in the various activities sponsored by these societies and groups.

Religious Instruction

Religious instruction for students in attendance will be provided by local clergymen of the different denominations.

Bursaries and Loan Fund

Under the Dominion-Provincial Student-Aid programme, a number of bursaries are available to Teachers' College students who meet the conditions of award. Full information regarding the plan is given in Exam. Circular 115, a copy of which may be secured from the Deputy Minister of Education, Parliament Buildings, Toronto 2, or from the principals of the Teachers' Colleges.

The O. E. A. Elementary Teachers' Loan Fund provides a limited number of interest-free loans to students enrolled at the Hamilton, London, North Bay, Ottawa, Peterborough, Stratford, and Toronto Teachers' Colleges. Information regarding these loans is available from the Deputy Minister of Education or from the principals of the Teachers' Colleges.

Transportation Refund, North Bay Teachers' College

Where a student at the North Bay Teachers' College is a resident in Ontario, the Department of Education will refund the aggregate cost in excess of $5.00, of the railway or boat fare from the teacher's home to the College in September and the fare for returning therefrom at the end of the school year.

PROGRAMMES OF STUDY

One-year Course

The programme of studies for the One-year Course leading to the Interim First Class certificate shall be as follows:

Group I: Educational Psychology; School Management; English, Part I; English, Part II; Mathematics; Social Studies; Science; Art; Music; Physical Education; Health; Industrial Arts *or* Home Economics.

Group II: Library Methods; Methods in Religious Education; Religious Instruction.

Group III: Directed observation and practice teaching in urban and rural elementary schools.

Two-year Course

The programme of study for the Two-year Course leading to the Interim First Class certificate shall be as follows:

First Year

Group I: Child Psychology; English A; Geography; School Management; General Methodology; Methods in Science, Art, Music, Physical Education, Health, and Primary English.

Group II: School Library Service; Religious Instruction.

Group III: Directed observation and practice teaching in urban and rural elementary schools.

Second Year

Group I: Educational Psychology; English B; History; The School and the Community; History of Education; Industrial Arts *or* Home Economics; Methods in Mathematics, Social Studies, and Junior and Intermediate English.

Group II: Children's Literature; Audio-Visual Education; Methods in Religious Education.

Group III: Directed observation and practice teaching in urban and rural elementary schools.

Concurrently with the study of methods, there will be a review from the standpoint of pedagogy of the content of the subjects of the Primary and Junior Divisions, and of Grades VII and VIII of the Intermediate Division. While detailed treatment of the work of the Kindergarten and of Grades IX and X will not be required, attention will be directed to the place of the Kindergarten in the educational system, and to the scope and objectives of the Intermediate Division as a curriculum unit.

Directed observation and practice teaching for each student will be arranged as far as practicable to include experience in the various Divisions of the elementary school in urban and rural classrooms. Observation and practice teaching in Grades IX and X will not be required.

Students who exhibit marked deficiencies in scholarship or skills, or whose practice teaching may be affected by adverse personality factors, will be organized into groups under the guidance of the staff for the purpose of planning and carrying out a programme of self-improvement.

SESSIONAL RECORDS

Sessional records will consist of the records of term examinations, oral and written class tests, and practical work. The general attitude of the student to his work, his adaptability to teaching, and the probability of his future success as a teacher will be taken into consideration in determining his sessional standing.

A student who in any examination subject obtains 66 per cent of the marks assigned to that subject on the sessional records may, on the recommendation of the staff, be exempted from the final examination in that subject.

FINAL STANDING

The final examination papers in Group I of the One-year Course and of the Two-year Course will be prepared by the staff of each Teachers' College and will be written during the last five days of the second term on the dates and at the hours set by the Department of Education.

The maximum number of marks for each examination subject will be 200, of which 100 will be allowed for the sessional record and 100 for the final examination.

The standing of extra-mural candidates will be determined by the final written examinations. For this purpose the maximum of marks in the case of each paper will be 200.

One-year Course

The final examination papers of the One-year Course shall be: Educational Psychology; School Management; English, Part I; English Part II; Mathematics; Social Studies; Science; Art and Music; Physical Education and Health; Industrial Arts *or* Home Economics.

A candidate in the One-year Course who is otherwise qualified and who at the final examinations obtains 60 per cent of the marks in each of the examination subjects of Group I, and who obtains pass standing in practice teaching, shall, on the recommendation of the staff, be granted an Interim First Class certificate.

Candidates otherwise qualified who fail in not more than two of the examination subjects of Group I of the One-year Course and who pass in practice teaching, may be exempted from further attendance and may complete their standing by writing at one or more future annual examinations the final paper or papers in the subjects in which they have failed.

All other candidates in the One-year Course who have failed to secure the necessary final standing shall be required to repeat the course by attendance, preferably at a different Teachers' College, at a subsequent January to June term. Such students are advised, however, to repeat the entire session if possible.

During the current shortage of teachers for elementary schools special provisions have been in effect in the case of candidates in the One-year Course who have failed to secure the required standing at Teachers' College but who have subsequently taught successfully on Letters of Permission. Should these provisions continue in effect, information will be forwarded to unsuccessful candidates with their statements of results.

Two-year Course

The final examination papers of the First Year of the Two-year Course shall be: Child Psychology; English A; Geography; School Management; General Methodology; Methods in Primary English; Methods in Science; Methods in Art and Music; Methods in Physical Education and Health.

The final examination papers of the Second Year of the Two-year Course shall be: Educational Psychology; English B; History; The School and the Community; History of Education; Industrial Arts *or* Home Economics; Methods in Junior and Intermediate English; Methods in Social Studies; Methods in Mathematics.

A candidate in the First Year of the Two-year Course who is otherwise qualified and who at the final examinations obtains 60 per cent of the marks in each of the examination subjects of Group I, and who obtains pass standing in practice teaching, shall, on the recommendation of the staff, be admitted to the Second Year of the Course.

A candidate in the Second Year of the Two-year Course who is otherwise qualified and who at the final examinations obtains 60 per cent of the marks in each of the examination subjects of Group I, and who obtains pass standing in practice teaching, shall, on the recommendation of the staff, be granted an Interim First Class certificate.

Candidates in the Second Year of the Two-year Course who are otherwise qualified, who fail in not more than two of the examination subjects of Group I, and who pass in practice teaching, may be exempted from further attendance and may complete their standing by writing at one or more future annual examinations the final paper or papers in the subjects in which they have failed.

All other candidates in the Second Year of the Two-year Course who have failed to secure the necessary final standing

may complete the course by successful attendance, preferably at a different Teachers' College, at a subsequent January to June term.

During the current shortage of teachers for elementary schools special provisions have been in effect in the case of candidates who, in the final year of their course, have failed to secure the required standing at Teachers' College but who have subsequently taught successfully on Letters of Permission. Should these provisions continue in effect, information will be forwarded to unsuccessful candidates in the Second Year of the Two-year Course with their statements of results.

APPEALS

Providing he has passed in practice teaching, a candidate who has failed in one or more examination papers may have his case reconsidered if, within two weeks after the announcement of the results, his appeal, with a statement of the grounds on which it is based, is lodged with the Deputy Minister of Education, accompanied by a fee of $2.00 per paper. This fee will be returned to the candidate if the appeal is sustained.

EXTRA-MURAL CANDIDATES

Extra-mural candidates who plan to write all or certain of the final examinations at a Teachers' College should apply for permission to do so to the Deputy Minister, Department of Education, Parliament Buildings, Toronto, Ontario, before April 15. Extra-mural candidates residing in the counties of Southern Ontario will write the examinations at a Teachers' College. Extra-mural candidates residing in the districts of Northern Ontario may secure permission to write either at the North Bay Teachers' College or at the office of the local school inspector. If the latter arrangement is desired, a specific request to write the examinations at the school inspector's office should be included in the letter to the Deputy Minister. Upon receiving written permission to write the final examinations, the applicant should file his letter with the principal of the Teachers' College at which he plans to write with the request that he be supplied with any available assistance for extra-mural candidates.

A medical examination, for which a fee of $2.00 shall be paid by the applicant, is required in the case of extra-mural candidates. An appointment for this examination will be arranged by the principal at the Teachers' College centre during the examination week. An extra-mural candidate resident in Northern Ontario should apply to the Deputy Minister of Education, Parliament Buildings, Toronto, Ontario, for information regarding the medical examination.

CERTIFICATION OF TEACHERS QUALIFIED OUTSIDE ONTARIO

A person who is qualified as a teacher in another educational system and who wishes to become certified for teaching in Ontario, should forward official evidence of his academic and professional standing to the Deputy Minister of Education, Parliament Buildings, Toronto 2, Ontario, as early as possible in the school year with a request that he be granted a Letter of Standing. Such a Letter of Standing is valid for teaching in the elementary schools of Ontario until the close of the school year in which it is issued. If a person holding such a Letter

of Standing obtains a teaching position in the Province of Ontario and it is certified by his Inspector of Schools at the close of the teaching year that he is suitable in every way to teach in Ontario, he may be granted an Interim Second Class Certificate or an Interim First Class Certificate valid for teaching in the elementary schools of the Province.

In the case of a person qualified as a teacher in a foreign country where English is not the mother tongue, the applicant may be interviewed by a committee set up for the purpose in the Department of Education, Parliament Buildings, Toronto. This committee may recommend the acceptance or rejection of the applicant, and may advise with regard to the further preparation required for certification as a teacher in Ontario.

CANDIDATES HOLDING HIGH SCHOOL ASSISTANT'S CERTIFICATES

A candidate who holds an Interim High School Assistant's certificate may qualify for an Interim First Class certificate by attending a Teachers' College for the January to June term and passing in practice teaching and in the final examinations in Group I of the One-year Course for an Interim First Class certificate.

A candidate who holds a Permanent High School Assistant's certificate may qualify for an Interim First Class certificate by passing the final examinations in Group I of the One-year Course for an Interim First Class certificate.

PERMANENT CERTIFICATES

The requirements for proceeding from an Interim First Class certificate to a Permanent First Class certificate are outlined in Circular 614, *Memorandum Respecting Higher and Permanent Teaching Certificates Valid in Elementary Schools, 1953*, a copy of which may be obtained from the Deputy Minister of Education.

COURSES OF STUDY—One-year Course

Educational Psychology

Child Study

The physical, mental, emotional and social growth of children in infancy, childhood and adolescence; individual differences; intelligence tests; the adjustment of the individual; guidance and counselling.

Mental Health

The mental health of the school child; the mental health of the teacher; conditions in school favourable to the growth of healthy personalities; inter-personal and inter-group relationships; understanding the behaviour problems of children.

General Methodology

Aims in education; traditional and modern points of view; factors affecting learning; acquisition and retention of knowledge and skills; formation of habits and attitudes; measurement of learning; preparation and grading of written tests; diagnostic and achievement tests; preparation for practice teaching; principles of lesson planning; types of lessons; co-operative learning activities; organization of units of study into learning sequences; curriculum building; the education of talented and slow-learning pupils; the education of physically handicapped children.

School Management

The Ontario School System

The Department of Education; local administrative units; the board of trustees; the inspector; the principal; the teacher; records and reports; text-book regulations; school finance.

The School Plant

Buildings; classrooms; furnishings; equipment; ventilation; heating; lighting; grounds; maintenance and care of school property.

School Organization

Objectives and organization of the Kindergarten and of the Primary, Junior, Intermediate, and Senior Divisions; classification of pupils; time-tables; tests; promotions, auxiliary classes and units; planning the work of the day, term, and year; school days and holidays; school visitors.

School Management

Routines; supervision; group activities; extra-curricular activities; development of self-control; treatment of misdemeanours; suspension and expulsion of pupils; the first day at school.

Community Relations

The school and the community; the Home and School Association; other agencies concerned with child welfare.

The Teacher

Personal qualifications; health; certification; appointment, tenure, resignation; dismissal; sick leave; superannuation; duties in relation to trustees and parents; duties in relation to supervisors, colleagues, and pupils; the Teacher's Federation; professional improvement.

English, Part I
(Primary Division)

Speech

Aims of speech instruction in the Primary Division; opportunities for oral expression in the classroom; encouragement of desirable speech habits; example of the teacher; correction of faulty speech.

Reading

Reading readiness; methods of teaching reading; reading groups; reading levels; reading skills; common reading disabilities; use of approved basic readers; use of teachers' manuals; supplementary reading; the school library.

Literature

Poetry and prose for appreciation; selection of stories and poems; methods of presentation; story telling.

Composition

Development of oral and written language skills; conversation, story telling, dramatization, verse making; opportunities for language experiences in the classroom.

Writing

Advantages of print-script in the Primary Division; methods of teaching; letter forms at successive levels of attainment; standards; example of the teacher; writing and the left-handed child.

Spelling

Methods of teaching; careful supervision of written work; use of approved text-books; causes of poor spelling; remedial work.

English, Part II

(Junior Division and Grades VII and VIII of Intermediate Division)

Speech

Aims of speech instruction in the Junior Division and in Grades VII and VIII of the Intermediate Division; opportunities for oral expression in the classroom; encouragement of desirable speech habits; example of the teacher; correction of faulty speech.

Reading

Objectives in reading instruction in the Junior Division and in Grades VII and VIII of the Intermediate Division; reading groups; reading levels; reading skills; testing and remedial work; use of approved readers; use of teachers' manuals; types of reading; supplementary reading; the school library; library skills.

Literature

Objectives in the study of literature; the teaching of literature; guiding individual reading; the school library; using the services of the public library; travelling libraries.

Composition

Methods of teaching oral and written composition; conversation; verse making; story telling; dramatization; opportunities for oral and written language expression in the classroom; word study; sentence study; paragraph study; correct language forms; mechanics; use of the dictionary.

Writing

Methods of teaching writing; transition from print-script to round-hand writing; slanted cursive writing; supervision of writing in daily work; uniformity and individuality; writing and the left-handed pupil; use of standard scales in judging writing; example of the teacher.

Spelling

Careful supervision of written work; methods of teaching spelling; use of approved text-books.

Grammar

Aim and scope of a typical course in grammar in Grades VII and VIII; methods of teaching grammar; application to oral and written English.

Mathematics

Primary Division

Objectives of arithmetic instruction in the Primary Division; number knowledge of pupils entering school; sequence of topics; methods of teaching; social applications of number; opportunities for number experiences in and out of school; materials of instruction; measurement of number achievement.

Junior Division

Objectives of arithmetic instruction in the Junior Division; sequence of topics; methods of teaching; relationship of arithmetic to daily living; drill and practice; materials of instruction; diagnostic testing and remedial instruction; measurement of achievement; use of text-books.

Grades VII and VIII of the Intermediate Division

Objectives of mathematics instruction in Grades VII and VIII; sequence of topics; methods of teaching; relationship of mathematics to daily living; drill and practice; materials of instruction; testing and remedial instruction; measurement of achievement; use of text-books; relationship of mathematics programme in Grades VII and VIII to that of Grades IX and X of the Intermediate Division.

Social Studies

Primary Division

Scope and objectives of a typical programme in Social Studies in the Primary Division; child experiences related to the family, helpers, neighbourhood, and community as a basis for discovering principles of social living; development of good social attitudes; stories illustrating good family or personal relationships; excursions; directed observations; group activities; audio-visual aids; opportunities for teaching provided by special occasions, e.g., Thanksgiving, Empire Day, etc.; correlation with oral language, reading, art, etc.

Junior Division

Scope and objectives of a typical programme in Social Studies in the Junior Division; methods of teaching; pupils' records; use of the globe; map exercises; group activities; illustrations of conservation practices; development of good citizenship from the home to the United Nations; study of current events; supplementary reading; audio-visual aids; correlation with language, reading, handwork, art, etc.

Grades VII and VIII of the Intermediate Division

Scope and objectives of a typical programme in Social Studies in Grades VII and VIII; methods of teaching; pupils' records; use of the globe; map study; use of compass; use of topographical maps of local areas; study of conservation practices; field trips and excursions; co-operative class work; activities related to the development of good citizenship in the home, the school, the community, the nation; the British Commonwealth of Nations; the United Nations; study of current events; correlation with oral and written language activities; supplementary reading; audio-visual aids.

Science

Primary Division

Purpose of the course; review from the standpoint of pedagogy of topics from a typical course of study in Natural Science for Grades I, II and III; the class excursion; activities related to window boxes, insect cages, aquaria, vivaria; methods of studying common natural phenomena, e.g., snow, frost, ice, rain, moon, sun, buds, leaves, flowers, seeds, cocoons; nature calendars; conservation of wild flowers, birds, etc.; correlation of science with other subjects of the curriculum.

Junior Division, and Grades VII and VIII of the Intermediate Division

Purpose of the course; review from the standpoint of pedagogy of topics from typical courses of study in Science for the Junior Division and for Grades VII and VIII of the Intermediate Division; soil, forest, water, and wild life conservation; specimen study; assigned observations; use of aquaria, vivaria, insect cages, etc.; simple experimentation; projects, e.g., making collections, feeding birds, making school gardens, school-ground improvement, etc.; use of library for research; correlation with other subjects of the curriculum; pupils' records; equipment; relationship of science programme in Grades VII and VIII to that of Grades IX and X of the Intermediate Division.

Art

General Methodology

The purposes of teaching art; characteristics of contemporary art education; the picture-making programme; the programme in three-dimensional materials; stages of development in child art; appraisal of children's work.

Core Activities

Picture-making; study of design in relation to art activities, to contemporary and traditional art production, and to daily living; art work related to the teaching of school subjects.

Supplementary Activities

Each student should select at least one of the following activities for special study: linoleum cutting; whittling and carving; marionette and puppet-making; paper sculpture; silk screen printing; poster-making; model building; stencilling on paper and textiles; book craft; modelling and ceramics; advanced drawing.

Music

General Methodology

Objectives of music instruction in the elementary school; methods of teaching music by rote and by note; problems in primary grades; the rhythm band; the child voice; the adolescent voice; use of the pitch-pipe, piano, record-player, and radio; elementary conducting; correlation of music with other subjects; relationship of teacher and supervisor.

Core Activities

Study of suitable song material; rote singing; use of tonic-sol-fa syllables; ear training; sight-singing from staff notation; music writing; part-singing; development of appreciation through participation and listening.

Supplementary Activities

Choral and instrumental groups.

Physical Education

Purpose of the course; objectives of the physical education programme in the elementary school; scope of a typical programme in physical education in the Primary Division, in the Junior Division, and in Grades VII and VIII of the Intermediate Division; methods of teaching; adaptations of the programme for rural and urban schools; equipment; the planning of recreation periods—recess, noon-hour, after school, etc.; organization of play days; safety procedures.

Health

Purposes of the health programme; objectives of health teaching in the elementary school; scope of a typical programme in health education in the Primary Division, in the Junior Division, and in Grades VII and VIII of the Intermediate Division; methods of teaching; correlation with other school subjects; healthful school living; health services in the school and community; the teacher's personal health; duties of the teacher, pupils, and trustees as determined by the provisions of the Ontario Public Health Acts and Regulations.

Industrial Arts

General Methodology

The purposes of teaching industrial arts; correlation of hand work with the teaching of the various elementary school subjects; progress in pupils' abilities in hand work at successive mental levels; outlining a year's programme of work for the several grades in both ungraded and graded schools; equipment and supplies.

Activities

Handwork related to the teaching of school subjects; household mechanics; woodworking; metalworking.

Home Economics

General Methodology

The scope and objectives of teaching Home Economics with emphasis on homemaking and happy family living; correlation with other subjects of the school curriculum, particularly Health; organization and presentation of the programme in urban and rural schools where the subject is not taught by a teacher specially qualified in Home Economics; use of audio-visual aids and field trips; techniques in presenting the bases of good nutrition, selection and care of clothing, home decoration and gracious living to various age groups.

Core Activities

Living at home; living with others; socially acceptable behaviour; personal grooming; selection and care of clothing; sewing related to personal interests and needs of community organizations such as the Red Cross; planning and preparation of simple home meals and school lunches; home management practice; entertaining at home and elsewhere.

Supplementary Activities

Each student should select at least one of the following activities for special study: work and recreation in the home; money management; home management; fabrics for clothing; fabrics for home decoration; home furnishing; home decoration; mending, weaving, knitting, crocheting, etc.

Library Methods

School Library Service

The Teachers' College library; use of card catalogues, indexes, reference books, periodicals, and picture files; the function of the library in the elementary school; the relation of the school to the community or public library; the travelling library; the rural school library; selection and purchase of books; library records.

Children's Literature

Development of children's literature; guiding the child's reading programme; modern trends in text, illustration, and format of children's books.

Religious Education

Religious Exercises

Conducting prayers, hymns, and the National Anthem; oral reading of the Scriptures; speaking of memorized verses; choral speaking.

Methodology

Use of the Teachers' Guides; story telling; dramatization; memorization; manual activities; use of the enterprise; seatwork; adapting the programme to the rural school; treatment of typical lesson units; review; correlation with other subjects.

Departmental Regulations

A study of the regulations relating to Religious Exercises and Religious Education in the Public Schools.

COURSES OF STUDY—Two-year Course, First Year

Child Psychology

The physical, mental, emotional, and social growth of children in infancy, childhood, and adolescence; children's interests; the mental hygiene of childhood and adolescence; inter-personal and inter-group relationships; understanding the behaviour problems of children.

English A

Principles of English composition; principles of English grammar; correct usage; the writing of essays; appreciative study of selected examples of narrative and lyric poetry; study of the fundamentals of metre; the intensive study of a Shakespearean play; the intensive study of a modern novel.

Geography (Canada and the Modern World)

The physical, economic, and political geography of the regions of Canada; Canadian production; patterns of commercial activity; external trade relationships; influence of geography on Canada's place in the Modern World.

School Management

See School Management of One-year Course, pages 22, 23.

General Methodology

See General Methodology section of Educational Psychology, One-year Course, page 22.

Methods in Primary English

See English, Part I of One-year Course, pages 23, 24.

Methods in Science

See Science of One-year Course, page 27.

Methods in Art

See Art of One-year Course, page 27.

Methods in Music

See Music of One-year Course, page 28.

Methods in Physical Education

See Physical Education of One-year Course, page 28.

Methods in Health

See Health of One-year Course, page 28.

School Library Service

See School Library Service section of Library Methods of One-year Course, page 30.

Religious Instruction

Religious instruction for students will be provided by local clergymen of the different denominations.

COURSES OF STUDY—Two-year Course, Second Year

Educational Psychology

Introduction to educational psychology; nature, growth, and measurement of intelligence; individual differences; the learning process; transfer of learning; educational measurements; nature and development of personality; personality adjustment; the mental health of the teacher; conditions in school favourable to the growth of healthy personalities.

English B

Study of models of prose writing; the writing of short appreciations of the merits of given paragraphs of good prose; reproduction in shorter form of the substance of given passages; word study; the writing of essays, letters, and reports; appreciative study of suitable selections of poetry including examples of sonnet, elegy, ode and pastoral poem; the intensive study of a Shakespearean play; the intensive study of a modern play.

History (Canada and the Modern World)

The rise of nations in the Americas; the growth of the United States; Canada's advance to nationhood within the British Empire Commonwealth; the First World War; the world in transition, 1918 to 1939; the Second World War; the United Nations; contemporary Canadian problems.

The School and the Community

The local community, its physical setting, history, social and economic structure; role of the school in the community; influence of the community upon curricula; utilization of community resources for purposes of instruction; educative agencies other than the school, such as family, church, press, Home and School Associations, etc., influence of environment upon individual and group behaviour; development of satisfactory human relations; juvenile delinquency; child welfare movements and agencies; community recreation; adult education.

History of Education

An introduction to the historical and philosophical backgrounds of education; Greek education; Roman education; educational thought in the Middle Ages; education and the Renaissance; contributions made to modern educational thought by Comenius, Locke, Rousseau, Pestalozzi, Herbart, Froebel, and Montessori; modern theories of education; development of education in Ontario.

Industrial Arts

See Industrial Arts, One-year Course, page 29.

Home Economics

See Home Economics, One-year Course, page 29.

Methods in Junior and Intermediate English

See English, Part II, of One-year Course, pages 24, 25.

Methods in Mathematics

See Mathematics of One-year Course, pages 25,26.

Methods in Social Studies

See Social Studies of One-year Course, page 26.

Methods in Religious Education

See Religious Education of One-year Course, page 30.

Children's Literature

1. Reading interests of elementary school children; development of children's literature; trends in text, format, and illustration over the years.
2. Types of children's literature: folklore, legends, myths, fairy tales, fables, Bible stories, stories of real life, tales of mystery and adventure, biography, informative books, Mother Goose, ballads and story poems, poetry of the child's world, humour in prose and verse, picture books.
3. Reading of noteworthy examples of children's literature.

Audio-Visual Education

The value and use of such aids to learning as the following: graphs, charts, posters, maps, blackboard, bulletin boards, models, specimens, slides, film strips, motion pictures, sound motion pictures, reflectoscope, record player, tape recorder, radio.

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